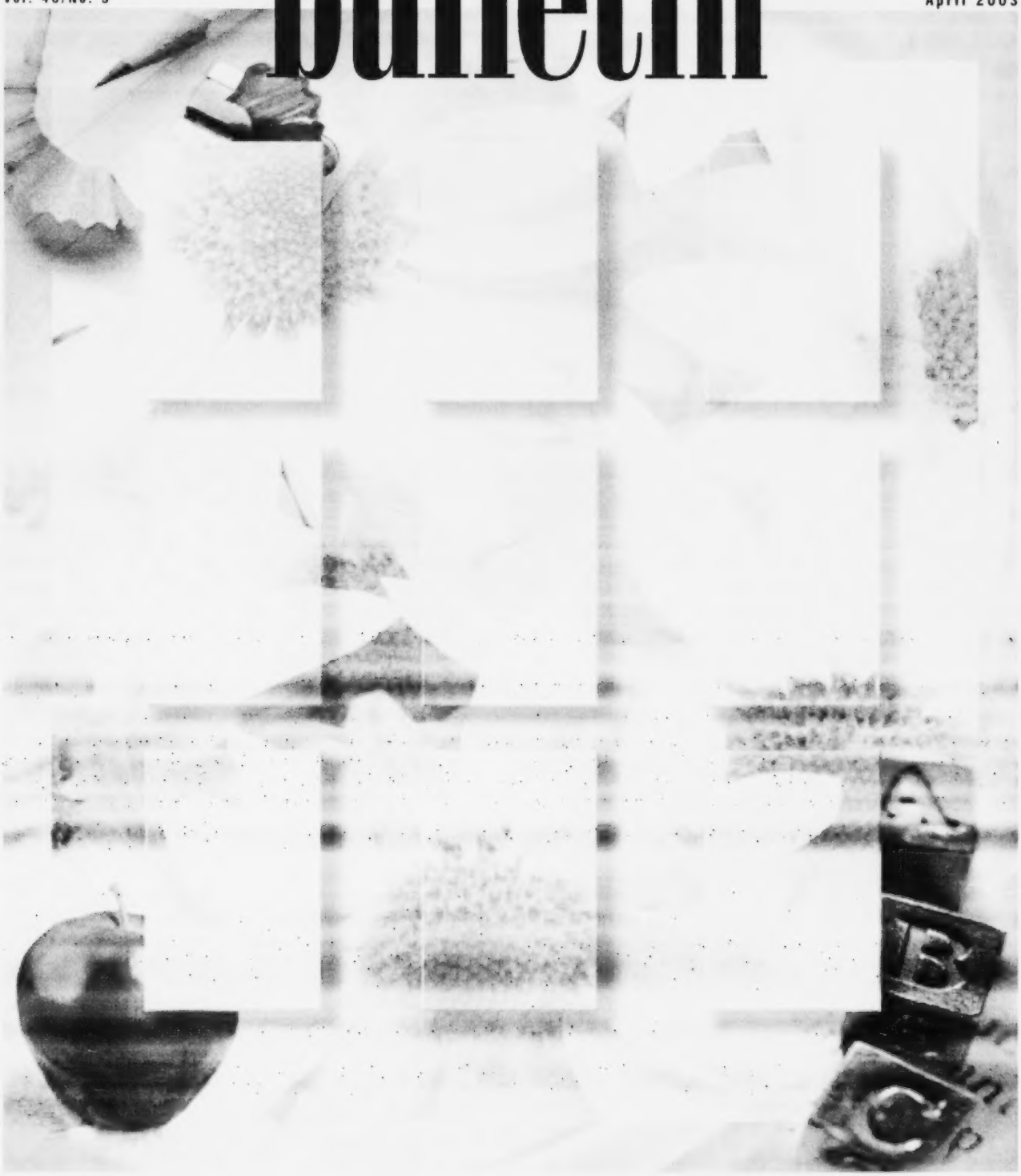
NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

Vol. 46/No. 5

April 2003



And Never the Two Shall Meet

by LESLEY-ANN BROWNE

I was asked the other day how many meetings I attend in a normal workweek – if such a thing as a normal work week actually exists. I attend many meetings, and like most people, I find they can interfere in doing the rest of my job to the point of having to finish projects in the evening, or on weekends. This is something that I hear from teachers all the time.

On a personal level I am a member of several Boards of Directors and have to attend and/or chair meetings. I have often been asked how I get people to attend the meetings. While this is always a challenge and since I have regularly been the attendee as well as the invitee, I can sympathize with the organizers. There is nothing more frustrating or embarrassing than organizing a meeting and having poor attendance.

So how do I get people to attend meetings? One suggestion is to advertise the meeting. Let people know it is taking place – not once, but through several reminders before the date of the meeting. Pick ten random members and call them. Let them know about the meeting and that their input is very important.

Make people want to come to the meeting by offering incentives. Give them free food. This has always been a very positive way to get people out to meetings, but the cost should not come out of your own pocket. Make sure there is a budget to cover the costs. If all else fails, you could pay them, but again, that has major budgetary considerations. But there are other ways to pay them. Draw for prizes or have a point system where prizes are given to people with the most points at the end of a certain time frame. Points can be awarded for attendance at meetings or instead of drawing for a prize at each meeting, draw for points. The more points, the better the prize. And also have a buddy system. Bring a friend to the meeting and you get double points.

There are also many other things to consider – like the location of the meeting, how often they are held, is there an agenda sent in advance, is there a time limit for speakers, and is there some fun element to the meeting. After all, why go if there is not going to be some enjoyable reason for going. If the location is difficult to get to or not a comfortable environment, some may stay away. Rotate the location until you find a suitable spot.

Meetings should be short and to the point, and well organized. Everyone who attends should contribute or be able to contribute fully. People must feel comfortable disagreeing with any topic on the agenda and all conflict should be constructive and creative. Notes or minutes should be taken and once decisions are made, actions should be planned and assigned. And remember – if it works, do it again.

Of course, once they get there you want to ensure that they come back again. There are many characteristics of effective meetings that might help in this area but there is not room to address them in this brief editorial. A key point is – don't have unnecessary meetings or don't have them just because it is expected. A meeting should have a reason. Don't waste valuable time – they won't come back.

THE bulletin

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The Bulletin is published eight times a year during the school year by the Nfld. and Labrador Teachers' Assn., 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
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Subscription Rate: $16 per year.
For subscriptions and address changes contact Printing Services, Ext. 249.

Deadlines for material are:
May Issue: April 15
June Issue: May 15

ISSN-1189-9662

Member of the Canadian Educational Press Association, Canadian Public Relations Society, International Association of Business Communicators, and the Canadian Association of Communicators in Education.

Printed on Recycled Paper

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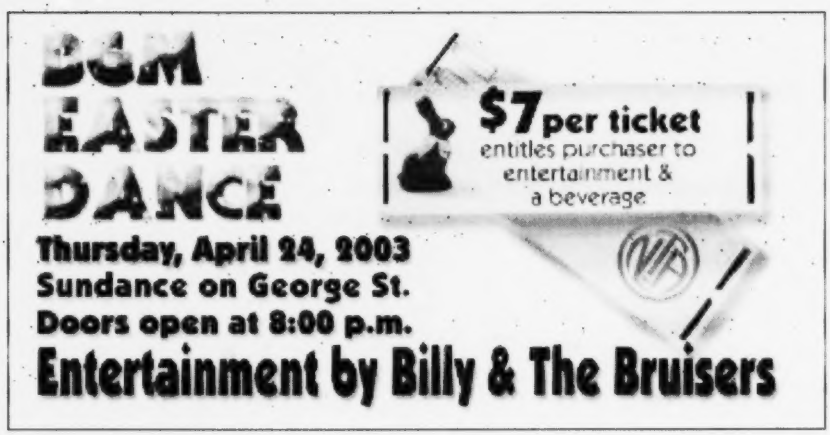


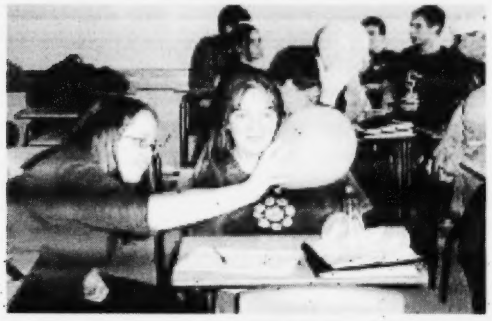
PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

CONCEPTION BAY SOUTH

Having fun with Physics

Students in Mr. Thomey's Physics 3204 class at Queen Elizabeth Regional High School in Conception Bay South recently experimented with static electricity utilizing balloons, pith-ball electroscopes and metal-leaf electroscopes. Electrostatic induction was observed as free electrons moved between charged objects. Electrons moved from the students' hair to the balloons, creating charges which could be observed affecting instrumentation. The excess of electrons on the balloons attracted the neutral pith-ball electroscope while repelling like charge conductors on the metal-leaf electroscope. "It is interesting for students to relate classroom concepts in physics to real life situations," said Mr. Thomey. "It makes the process of learning physics more fun".



Students Terri Lynn and Cynthia observe the effects of the negatively charged balloon upon the electroscope.

NAIN

Janeway Fundraising Days at Jens Haven Primary

As in previous years, the students of Jens Haven Primary School in Nain, Labrador have continued to fundraise in support of the Janeway Children's Hospital. "Combined with totals from the Grades 4-12 school, we raised $355 for the year 2000, $277 in 2001, and $264 in 2002," said Wendy Marsh, a teacher at Jens Haven Primary. This year, the children paid to wear their pajamas one day and hats on another. They could also buy hearts for family or friends to be placed on the "Helping Hearts Tree" around the school. Teachers and parents made treats that the children could buy at recess time. Over the span of two weeks, a total of $400 was raised for the Janeway. The "Helping Hearts" of this year hope to raise more money for the Janeway next year.

Hat Day at Jens Haven Memorial Primary School.

AVALON EAST

Avalon East students raise money for the Badger Relief Fund

Students from Pouch Cove to Trepassey were busy during February and March raising money and helping the flood victims of Badger. The main fundraiser for schools in the Avalon East School District (AESD) was a special project called "Loonies for Badger". Students, teachers and employees raised over $20,000 for the Badger Relief Fund through the "Loonies for Badger" drive.

A number of schools also sponsored individual projects. Topsail Elementary held a "Brims for Badger Day"and raised $975 for the school in Badger. Morris Academy and Mount Pearl Intermediate joined forces to collect supplies for the children in Badger – everything from socks and diapers to books and shampoo. Cowan Heights Elementary held a "Badges for Badger" contest wherein students designed badges for everyone in their school to wear to raise awareness, and money, for Badger.

"The entire school community has come together in

support of the Badger Relief Effort," said Brian Shortall, Director of Education. "We are extremely proud of all of our schools for their outstanding support of this very worthwhile cause."

Students from Topsail Elementary held a "Brims for Badger Day" and raised $975 for the school in Badger.

WING'S POINT

Students heighten awareness of abused women and children

This past December, the students and staff of Riverwood Academy in Gander Bay donned their favorite pajamas and headed to school for PJ Day. "This very special day was organized by the Special Needs class to heighten awareness regarding the plight of abused women and children in the central area," said Lynn Penney, Special Needs teacher at Riverwood Academy. $110 as well as 125 pairs of pajamas were donated and presented to Cara House, a transitional home for emotionally and physically abused women and their children. Wal-Mart Gander very generously matched the amount collected and donated a $110 shopping card to Cara House. "This was a wonderful example of the school and community working together to promote the well being of those in need," said Ms. Penney. "Way to go Riverwood Academy!"

Students a Riverwood Academy shown during PJ Day.

ST. JOHN'S

L'École française de St. Jean sets sail on a voyage of discovery

On February 7, L'École française de St. Jean held a cultural festival of drama, song and ethnic cuisine to present to parents, members of the school board and the public, the results of their month-long study of Vietnam. This former French colony was the most recent country of La Francophonie du monde, the association of French-speaking countries around the globe, researched and studied in-depth by pupils from Kindergarten to Grade 11.

Under a nautical theme, the students and staff have been circling the world coming into port first in Guinea Française in South America, followed by a presentation on French Morocco or Maroc in Africa.

"The students are very innovative in their consideration of the geography, history, politics, flora and fauna, scientific inventions and outstanding inhabitants of their chosen country," said Marie-Beth Wright, a teacher at L'École française de St. Jean.

As with the former countries, a big part of the school presentation was an authentic meal featuring Vietnamese rolls and rice noodles served with exotic sauces. Chopsticks were the order of the day!

A program followed where primary grades concentrated on the flag of Vietnam, its language and a dramatization of a local "conte" or folklore literature entitled "La legende du Moustique". Intermediate levels studied native costumes, prepared video clips and presented a game show. This was followed by the Vietnamese version of the Cinderella story.

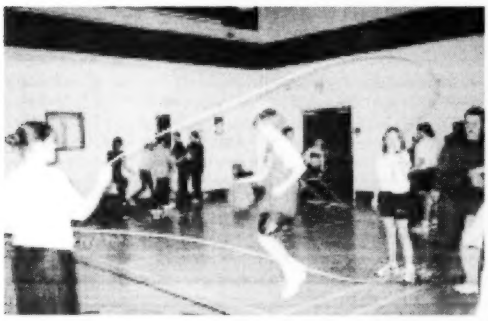
Anti war protest songs and an enactment of beatnik culture was the focus of study for the junior high group.

After the Easter break, the school sails back to Canadian waters with an in-depth look at the Francophone regions of Newfoundland and Labrador.

A collage of photos of Grades 4/5 students at L'École française de Saint Jean who prepared Valentine cards with illustrations of traditional Vietnamese costumes worn by characters imparting the usual messages of "I love you" and "Be my Valentine" in Vietnamese.

Students jump rope for health and raise funds for local charity

In February, students at St. John Bosco School in St. John's, participated in a "Jump Rope for Heart" event. As a lead-up, students discussed the importance of fitness and cardiovascular health in their Physical Education classes and explored skipping as a fun fitness activity. Students were invited to further develop their jumping skills after school hours and had the option of obtaining pledges for the Heart and Stroke Foundation. The Foundation provided support and resources to successfully enhance student awareness and implement the event. Most students who skipped brought in pledges totaling a little over $1,600. Incentives were provided by the Foundation and the students enjoyed this.



A student at St. John Bosco School dribbles a basketball while skipping double-dutch during the school's "Jump Rope for Heart" event.

On arriving in the gym, over 70 students were divided into groups at the various skipping stations. After a period of experimenting with new skills and practicing old ones, students were invited to watch a demonstration by the Cowan Heights Skipping Club, coached by Loyola Fitzpatrick. St. John Bosco students then joined them to learn new tricks. Elementary student, Matthew, enjoyed dribbling and shooting a basketball while doing double-dutch. "I tried dribbling and passing and I liked watching others doing it," said Matthew. Nicole said, "My favorite routine was skipping double-dutch. Skipping helps your fitness because it gets you pumped up ...it's exercise!" Kristen commented, "The best part was when we learned how to do some new cool, skipping moves." School coordinator and Physical Education teacher, Colleen Hogan, remarked: "As a Physical Education teacher it is important to offer a variety of fitness experiences. Skipping is one that they can enjoy individually, with a partner or in a large group. Today they did fun fitness, but they also did a worthy community gesture by supporting the work of the Heart and Stroke Foundation."

REaD seeks nominations for Drover Award

On January 16, 2003, the NLTA REaD Special Interest Council hosted an evening with author Michael Crummey at the Fluvarium in St. John's. Krista Vokey, an executive member of REaD, introduced Mr. Crummey as "a provocative writer who challenges us to see the beauty and the inexplicable in the reality of everyday exchanges and happenings. With a strong and personal voice, Michael illustrates to us the poignancy of loss and the complexities of communication."

REaD also availed of this opportunity to launch their year-long promotion of English Language Arts, *The Power of Words*. Brian Vardy, President of REaD, spoke about the value of teachers' promotions of English Language Arts for both students and teachers within and outside the formal education system in Newfoundland and Labrador. Among those he highlighted were the Drover Award for Newfoundland and Labrador – awards for distinguished teaching practices in English Language Arts in Newfoundland and Labrador, a poster competition that seeks a spirit in reproducible media for *The Power of Words* from students at all levels in Newfoundland and Labrador, and displays of students' poster art at public educational events scheduled for all levels.

All nominations for the Drover Award in English Language Arts must be forwarded to the President of REaD by April 15. Packages should be sent to Mr. Brian Vardy, Bishops College, 196 Pennywell Road, St. John's, NL, A1C 2L6.

Introducing Film Studies at Prince of Wales Collegiate

Novel Cinema 3221 is an exciting new local course being offered by the English Department at Prince of Wales Collegiate in St. John's. The course, which is half way through its inaugural year, is designed to promote in-depth study into literary texts and their film equivalents. Novel Cinema 3221 explores where the disciplines of film and literature join and part company.

Course selections for the 2002-03 academic year include classics like *Mansfield Park* and *The Grapes of Wrath*; *Rear Window* [short story and film]; *Ordinary People* [novel and film]; *The Importance of Being Earnest* [play and two film versions]; *Rare Birds* [novel and film]; and several other narrative pairings.

In addition to studying film theory and related terminology, students are engaged in formal study of literary texts and learn to "read" films with an analytical

eye. In keeping with the focus of the Atlantic Canada English Language Arts Curriculum on media literacy, this course enables a specific and formal study of film as an extension of studies in literature, but more importantly, as a genre in and of itself. Students learn how films are shot and shaped, directed and edited, while examining the camera as stylus, and in so doing intuit greater meaning and pleasure from film viewing in general. Specific learning objectives for the course include understanding film as genre and developing skills in analyzing film form and content. Novel Cinema students are learning to understand and process narrative cinema in its telling of stories.

"This course has given me a new appreciation for film," said student Elyse Summers. "I really enjoy Novel Cinema because it provides a new wealth of knowledge not yet explored in the school curriculum," said student Hillary Winter

Jeanne O'Brien created and teaches Novel Cinema 3221 at Prince of Wales Collegiate. For further information on the course or on film studies, please contact Jeanne at jobrien@pwc.k12.nf.ca or telephone 576-4061.

School celebrates acts of kindness

From February 10-21, 2003, the Newfoundland School for the Deaf, through its Deaf Ministries program, celebrated "Random Acts of Kindness". Pieces of paper in the shape of hearts were available throughout the school. The idea was to have students and staff acknowledge as many acts of kindness as possible during this time period. "For each act of kindness to themselves, to the earth or to another person, the act was written on a heart and posted on the walls of our school," said Jack Jardine, Guidance Counsellor at the Newfoundland School for the Deaf. "Our goal was to have hearts touching hearts from the front door of the school all the way to the theatre. Having accomplished our goal, the hearts were moved to a central wall of the school for all to see."

Students from the Newfoundland School for the Deaf display their wall of hearts.

LABRADOR

Charity searching for ex VSO teachers in Labrador

Voluntary Service Overseas (VSO), www.vsocanada.org, is an international development charity that works through volunteers bringing people together to share skills, creativity and learning to build a fairer world. The VSO is searching for the current addresses of the VSO teachers who worked in Labrador from 1960-1970 because they think their story should be told. If you know where the following ex VSO teachers can be found, please contact llewelynpritchard@hotmail.com as soon as possible:

Timothy Acey (69/70), southern Labrador; Linda Addy (65/66), Makkovik; Jeremy Allerton (63/64), did Youth work in Happy Valley; Susan Bird (67/68); Kay Brown (69/70); Nancy Buchan (68/69); Andrew Clements (67/68), Henley Harbour; Paul Cox (66/67), Northern coast; Jean Crichton (69/70), Cartwright; Kevin Crossley (67/68); Sandra Crutchley (68/69); Martyn Davy (68/69), Henley Harbour; Ursula Eden (68/69), Mary's Harbour; Susan Emery (67/68); Richard Gamble (68/69), Cape Charles; Enid Gardner (66/67), northern coast; Richard Gauntlett (67/68), southern Labrador; Elizabeth Hamer (67/68), William's Harbour; Mark Hayllar (68/69), Mud Lake; Christopher Haynes (69/70), southern coast; Sheila Hinchcliffe (67/68), Charlottetown; Michael Hollis (68/69), Cartwright; Anthony Howell (60/61), spent 6 months teaching Science at High School, NW River then 6 months at Grenfell mission on TB survey; Richard Kilburn (68/69); Margaret Kitt (68/69); Fiona Kitwood (69/70), southern coast; Pamela Longbone (67/68); Peggy McDermott (69/70), southern coast; Ann Neighbour (67/68); Eric Pearson (67/68); John Penny (65/66), Nain; Josephine Read (68/69); Roland Scott (68/69); Nina Shiels (69/70), southern coast; Garth Stafford-Allen (66/67), northern coast; Sandra Smith (66/67), northern coast; Stella Sulston (69/70), Cartwright; Patricia Taylor (66/67), northern coast; Alexander West (69/70), southern coast; Tudor Williams (68/69), Makkovik (needs confirmation); David Worn (68/69); Elizabeth Wright (67/68); Clive Young (69/70), William's Harbour; Matthew Young, (62/63).

NEWFOUNDLAND AND LABRADOR

Johnson Scholarships and Grants Awarded

Over 120 years ago, the Johnson family founded Johnson Insurance in Newfoundland and Labrador. Since then, Johnson Inc. has grown into one of the leading insurance and benefit organizations in Canada. The Johnson Scholarships and Academic Grants Fund was established in 1998. Since that time, 100 Scholarships and Academic Grants have been awarded annually, each valued at $1,000. Eligible for Scholarships are dependents of Johnson Group Members who are in their graduating year of senior high school. Academic Grants are available to those Group Members (and/or their dependents) who are returning to full time post-secondary studies following an absence of two or more years, as well as those beginning full time studies as a mature student.

Johnson Inc. Client Members/Employees, and their dependents, are eligible to apply. Clients are those who sponsor Insurance and/or Benefit programs through Johnson Inc. and include: associations, non-profit groups, trade unions, businesses, institutions, government entities, and crown corporations. Members/Employees will be enrolled in the Client-sponsored Benefit Plan administered by Johnson Inc., or hold a Johnson Home-Auto or MEDOCÆ Policy.

In 2002, 10 Johnson Scholarships and 3 Academic Grants were awarded to Members/dependents of the NLTA. Scholarship recipient winners were: Ryan Barnes, Coaker Academy; David Carroll, Holy Spirit High School; Marisa Chard, Carbonear Collegiate; Jessica Coffey, Gonzaga High School; Amanda Collier, Holy Cross Central High School; Heather Dawe, Ascension Collegiate; Michael O'Brien, Lakeside Academy; Barbara O'Rielly, St. Gabriel's All Grade School; Joel Parsons, Appalachia High School; Glen Tucker, St. John Central High. Academic Grant recipients: Hollis Cull; Roy Drover; and V. Geraldine Warr.

Johnson Inc. extends sincere congratulations to each of these individuals on their success, and wishes them all the best in their future endeavors.

Further information and application forms for these awards may be obtained from Johnson Inc., 95 Elizabeth Avenue, St. John's, NL. Or, to receive an application by mail, e-mail scholarshipsandgrants@johnson.ca or call 1-888-737-1088. Information and on-line enrollment is also available through the Johnson Inc. website, www.johnson.ca.

Teacher Discount Program

The Teacher Discount Program booklet is now available to all teachers. It contains a list of various companies and businesses throughout Newfoundland and Labrador that will provide a discount or reduction to teachers. Your NLTA school representative has been sent a copy of the booklet and an order form for additional copies. Please advise your school representative should you require an individual copy.

The NLTA will periodically provide updates or additions to the discount list should they become available. The list will not be included on the NLTA website as many businesses are providing the services only to teachers and would prefer this information not be advertised to other groups or the public.

You will need your NLTA membership card to take advantage of these discounts. The NLTA is in the process of getting membership cards to all members. If you have any questions please contact the NLTA Communications Officer, Lesley-Ann Browne, Tel: 726-3223 or 1-800-563-3599 (toll free), ext. 228, or e-mail labrowne@nlta.nf.ca.

CANADA

Submissions sought for Governor General's Awards of Excellence in Teaching Canadian History

Canada's National History Society is pleased to introduce the new, expanded Governor General's Awards for Excellence in Teaching Canadian History. The refined program structure embraces greater diversity of teaching approaches by individuals and teams across all grade levels.

Six recipients will be awarded $2,500, a medal and an all-expense paid trip to Ottawa for two, to attend the Awards ceremony and presentation by Her Excellency, Adrienne Clarkson, Governor General of Canada.

An additional $1,000 is awarded to the recipients' schools, broadening the reach.

The Society welcomes submissions from elementary, middle, and senior school classroom teachers. Nominees can submit a project, a body of work, or a group or school-wide initiative.

The deadline for applications is April 30, 2003. For further information call 1-800-861-1008, e-mail prixggawards@historysociety.ca, or visit their website at www.historysociety.ca.

CYRIL P. COOMBS, 1957 – 2003

Cyril was a kind and compassionate man who exemplified the definition of a mentor and facilitator. He believed that within everyone was an inner greatness that simply needed to be recognized. Cyril did not believe in simply offering an answer; he guided you through a process to help you recognize the solution within yourself. He was a wise and trusted advisor.

Cyril was raised in Riverhead, Harbour Grace and received his B.A., B.Ed. in 1978 as well as his Masters of Education in 1981 from MUN and a Doctorate of Education degree from the University of Toronto in 2001. Cyril first taught at St. Anne's in South East Bight, then St. Bernard's High School in St. Bernard's, and in 1981 became the Principal of St. Joseph's Elementary in Terrenceville. He moved to Principal of St. Patrick's Elementary in Burin in 1985 where he remained until 1989 when he took the position of Assistant Superintendent of Operations with the R.C. School Board in Burin. He relocated to St. John's in 1992 where he filled various administrative positions at Holy Trinity Elementary, Roncalli Elementary and Larkhall Academy. In 2001 he became a Program Specialist with the Avalon East School District.

Cyril was an enthusiastic, energetic, creative leader who was dedicated to his work yet it was obvious to all who knew him that, although a very personal man, his girls and family always came first. He will be deeply missed by his children Janet (age 13), and Julia (age 2), dear wife and partner, Jeanie, and a large circle of family and friends who will forever feel his absence. Cyril was a giving person, a professional, a tremendous administrator, teacher, father, husband, and friend who will remain in the memories and hearts of those who had the privilege of knowing him.
(Submitted by Ruth Blackmore, Larkhall Academy.)

MARGARET CARMEL HOWARD COOMBS, 1930 – 2003

Margaret grew up and graduated from high school in Daniel's Cove and after furthering her studies at Littledale, graduated from MUN with undergraduate and graduate degrees. While in university Margaret met and later married Leo Coombs, who was also a teacher and administrator. They had three sons: Howard, Keith and Dermod.

Margaret was a professional student with an insatiable thirst for knowledge; she was studying and researching right up to her death. Her entire life was devoted to the betterment of education in this province. As a very dedicated and devoted teacher and administrator, Margaret was respected and loved by pupils and colleagues.

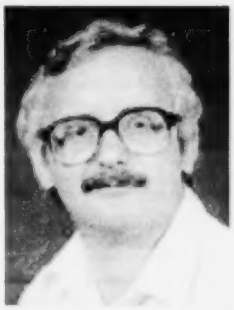
Over the years Margaret also devoted her talents and expertise to many voluntary organizations. She was an active member of many societies and worthy causes and often served on their board of directors.

Margaret loved to travel and enjoyed visits to her cottage in Daniel's Cove to relax and spend quality time with the other Howard cottagers. After Leo passed away and her sons had left home, Margaret continued this practice, accompanied by her dog, Danny. For her, art was another form of relaxation. Her many beautiful watercolor paintings are a testimony to her artistic ability.

For many years Margaret lived with a debilitating disease but she didn't let it rule her life. She knew how to get the most out of her restricted energy. The principles and values that she espoused will live on in her children and grandchildren as well as in the lives of all those whom she touched.

Margaret will be sadly missed, but will always be loved and remembered by her devoted family. Close friends, too, will hold her in their hearts and especially remember her persistence in "seeing it through" when they would have been ready to quit. Margaret, you will live on in our memories.
(Submitted by Mary Lyons Hicks)

Margaret Howard Coombs



Mark Dollimount

MARK DOLLIMOUNT, 1946 – 2002

On December 23, 2002 Mark Dollimount passed peacefully away at the Calder Health Care Centre after a lengthy illness. Mark was a dedicated teacher for more than 20 years, teaching and living in his hometown of Burgeo for all but one of those years. He was a charter member of the Burgeo Lions Club and was active in his community. Mark loved the fellowship of his friends and colleagues and enjoyed the outdoors – hunting, fishing, skidooing and going to his cabin. He will be greatly missed by all. Mark leaves to mourn his loving wife Sybil, son Lee, daughter Donna, son-in-law Robert, and granddaughter Emily.
(Submitted by colleague and friend, Fred Wells.)

Plan Ahead and Register Early

Pre-Retirement Seminars

by DON ASH

Teachers within two years of retirement eligibility should register for one of the NLTA's seven Pre-Retirement Seminars being held in the fall of 2003. Clause 18.11 of the Provincial Collective Agreement and Clause 29.12 of the Labrador West Collective Agreement provide two days paid leave to attend these seminars.

During the fall of 2002, NLTA hosted seven Pre-Retirement Seminars – one each in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's. These seminars were held in accordance with Association policy as part of its overall program of pre-retirement counselling, and were attended by teacher participants and spouses.

Information sessions dealt with topics such as the Teachers' Pension Plan, Severance Pay, NLTA Group Insurance, Psychological Preparation for Retirement, Financial and Estate Planning and the Canada Pension Plan. As well, time was set aside for individual counselling of prospective retirees by the various consultants.

The evaluation forms completed at the seminars demonstrated an extremely positive response to the pre-retirement seminars. Notwithstanding this however, there were a number of recommendations for improvement and our plans for the fall of 2003 will attempt to incorporate those various suggestions. Preparation is already under way to hold seven seminars during October and November 2003 in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's.

The sessions will be two days in duration. The program begins with registration from 9:00 to 9:30 a.m. on Day One. The first agenda item begins at 9:30 a.m, with the afternoon session concluding at approximately 3:30 p.m. On that first evening, there is also a 7:00 p.m. session devoted to Psychological Preparation for Retirement, which runs for approximately two hours.

Day Two of the seminar commences at 9:00 a.m. and concludes at approximately 3:30 p.m. Leave is provided for two days, with pay, in accordance with the Collective Agreements.

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained on the following page; prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 2003 seminars can be found on page 12. Potential participants are reminded that, in order to attend, they must register for a particular seminar and apply to their Board for leave. Only those teachers eligible to retire during or before June 2006 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA office in accordance with Association policy.

It is the responsibility of the individual participant to make arrangements for hotel accommodations, should any be required. When you contact the hotel in question, please reference the fact that you are attending an NLTA function and this should provide a reduced rate which is available to persons travelling on Association related business. Note that accommodation expenses are the responsibility of the teacher.

In order to ensure that seminar participants are able to gain maximum advantage from the presentations, it is our intention to make every effort to keep the seminars to a reasonable size. This means, in effect, that we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come-first-served basis.

NLTA Policy on Pre-Retirement Seminars

1. The NLTA will make provision for an ongoing program of pre-retirement counselling through the involvement of Benefits and Economic Services staff in branch workshops, branch meetings, and small group sessions as requested. Elements of the

Benefits and Economic Services program relating to retirement planning will be communicated through the use of *The Bulletin*, Infosheets, and special publications.

2. The NLTA will provide a special program of pre-retirement counselling to teachers in the form of annual pre-retirement seminars. Only those teachers who are eligible to retire within two years of the expiry of the school year in which the seminars are held will be permitted to attend. Exceptions will be allowed in the case of teachers required to retire on disability pensions.
3. Pre-retirement seminars will be planned each year by the Benefits and Economic Services Division. The location and number of seminars will be determined on the basis of Association policy as determined from time to time by the Provincial Executive Council.
4. Expenses will be paid for teachers and spouses who attend the pre-retirement seminars in accordance with the following stipulations:

a) Travel expenses shall be reimbursed in accordance with the following provisions:
   i) participants shall be reimbursed the lesser of travel by private vehicle or public transportation to the seminar closest to the place of residence. In the event that a teacher requests and is accepted to attend a seminar other than the closest seminar, the participant shall only be reimbursed the amount applicable for travel to the closest seminar.
   ii) payment for private vehicle shall be at the rate of 6.4¢ per kilometre for the return trip from residence to seminar site.
   iii) travel by public conveyance shall be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.
   iv) no expenses will be paid to participants living or teaching in the community where the seminar is held.
   v) a spouse is welcome to accompany the participating teacher to the pre-retirement seminar, but no expenses will be covered.

b) All other expenses, such as meals, accommodation, and child care, are not covered. These expenses are the responsibility of the participating teacher.

c) Any reception(s) held during the pre-retirement seminars will be on a cash basis only.

5. Expenses will be provided for one pre-retirement seminar only per teacher participant. A teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a spouse.)
6. Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by the Benefits and Economic Services Division.
7. Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.
8. All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.
9. The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Membership Benefits and Services Committee with recommendations being made to Executive as required.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

2003
PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Please check which session you will be attending:

- ☐ **Oct. 9-10** – Mt. Peyton, Grand Falls-Windsor
- ☐ **Oct. 16-17** – Hotel Gander, Gander
- ☐ **Oct. 23-24** – Holiday Inn, Corner Brook
- ☐ **Oct. 30-31** – Holiday Inn, St. John's
- ☐ **Nov. 6-7** – Holiday Inn, Stephenville
- ☐ **Nov. 13-14** – Holiday Inn, St. John's
- ☐ **Nov. 17-18** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

Note:
- Teachers within two years of retirement (on or before June 2006) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:
Melanie Jaster
Benefits and Economic Services Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 (*toll free*)

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent

Results of the KinderStart Survey

by LLOYD HOBBS

Since its inception, the KinderStart program has been a topic of concern for teachers throughout the province and the NLTA has received numerous comments from primary teachers and their principals. As educators, we have supported the concept of early contact between the school and families of preschool children. This is seen to make the transition between home and school an easier and generally more successful process. However, the NLTA has also been aware of the problems associated with implementation of a formalized pre-school program and the workload issues for those tasked with that implementation.

Since September 2002 there have been many contacts between teachers and the Association expressing concerns about expectations on Kindergarten teachers, lack of resources, and increased workload. These have been brought to the attention of the appropriate officials within the Department of Education. Still the issues persist. Therefore, in early February 2003 the NLTA conducted a survey with all Kindergarten teachers. The results were tabulated and shared with the Directors of Education of the school districts early in March 2003.

At the cut off date for returning the surveys, 166 responses were received. These responses indicated the following:

- Almost 90% of the respondents had an opportunity to review the KinderStart material and 83% thought the resource was good or better.
- Over 95% agree with a pre-school program and almost 95% have been offering a program in the past.
- 80% are required to implement the KinderStart program with the majority being expected to offer five or more sessions.
- Almost 37% of present Kindergarten students stay in school with the Kindergarten teacher or another teacher during the KinderStart sessions.
- While most teachers have been inserviced in KinderStart, less than 3% have been given any release time to prepare for the program.
- Respondents provided over six pages of comments on the advantages of offering a KinderStart program. Likewise, they offered over nine pages of comments on the disadvantages of the program.

In our letter to the Directors of Education we shared all of the responses on advantages and disadvantages of the KinderStart program. We further stated to the Directors the following observations and suggestions.

"In conclusion, we would summarize by stating there is much support among our members for a pre-school program and most see KinderStart as a good resource. Early intervening with children is viewed positively in the responses to Question 14. In the responses to Question 15, the majority of identified disadvantages are lack of time to prepare and implement the program, lack of space and resources to offer KinderStart, loss of instructional time for present Kindergarten students, too many students to assess and to be responsible for, added problems for multi-graded teachers, and no extra personnel hired for a large group of new children under the school's responsibility.

We strongly suggest that resources are key to teachers' concerns. If we are to successfully implement KinderStart, already overworked Kindergarten teachers must be given release time to prepare for the sessions or others must be hired specifically to implement the program. Implementation cannot occur without allocation of resources, both human and material."

We thank all teachers who participated in this survey and we hope our concerns will be addressed by the school districts in the near future.

Lloyd Hobbs is the Assistant Executive Director of the NLTA.

Financing a Year of Deferred Salary Leave

by DON ASH

The Deferred Salary Leave Program (DSLP) is available to any tenured teacher in a permanent position covered by our collective agreement and is covered by Article 51 of the Provincial Collective Agreement (Article 57 of the Labrador West Agreement). Many teachers find the DSLP an excellent means of financing a year of leave to pursue travel, family time, other employment, or any interest that an individual might have. Leave under this plan is credited for purposes of pension, seniority, severance, increment, and sick leave. The plan is registered with Canada Customs and Revenue Agency (CCRA) who does not allow the year of leave to be used as the year of retirement.

While teachers find the DSLP an excellent avenue for rejuvenation, there are economic realities which must be faced. The Administrative Officers in the Benefits and Economic Services Division are often asked what the "difference is" in take-home pay while on Deferred Salary. We are reluctant to provide specific financial advice to members because each individual's financial situation is different and all financial matters are subject to change. Subsequently, the information provided contains rough estimates.

The following comparison of net salary for a teacher on full salary versus the various Deferred Salary options are rough calculations and for illustration purposes only. Each individual teacher's situation will be different. The salaries are those that will be in effect as of September 2003. Taxes deducted vary for each teacher and they are rough approximations based on information provided by Teacher Payroll. EI and CPP deductions are based on 2003 formulae. A teacher in the DSLP pays pension on the full unreduced salary. EI premiums are paid on the full salary, but no EI premiums are paid during the year of leave. Subsequently, EI may not be able to be drawn in the year following the year of Deferred Leave, which may have implications for those wishing to take maternity leave following a deferred salary leave. Any further questions on the Deferred Salary Leave Plan should be directed to an Administrative Officer in the Benefits and Economic Services Division.

Full Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	50,717	58,743	66,456
Estimated Tax	11,032	13,783	17,550
Estimated EI	819	819	819
Estimated CPP	1,802	1,802	1,802
NLTA Fees	507	587	665
Pension Deduction	4,742	5,492	6,214
Estimated Net*	**31,815**	**36,260**	**39,416**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

2/3 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	33,811	39,162	44,340
Estimated Tax	5,594	7,149	8,814
Estimated EI	819	819	819
Estimated CPP	1,674	1,802	1,802
NLTA Fees	338	392	443
Pension Deduction	4,742	5,492	6,214
Estimated Net*	**20,644**	**23,508**	**26,212**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

3/4 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	38,037	44,057	49,842
Estimated Tax	6,847	8,814	10,713
Estimated EI	819	819	819
Estimated CPP	1,802	1,802	1,802
NLTA Fees	380	441	498
Pension Deduction	4,742	5,492	6,214
Estimated Net*	**23,447**	**26,689**	**29,796**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

4/5 Deferred Salary

	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	40,573	46,994	53,165
Estimated Tax	7,602	9,762	11,825
Estimated EI	819	819	819
Estimated CPP	1,802	1,802	1,802
NLTA Fees	406	470	532
Pension Deduction	4,742	5,492	6,214
Estimated Net*	**25,202**	**28,649**	**31,973**

** Estimated Net does not include an individual's insurances and deductions. (All calculations are for illustration purposes only.)*

Don Ash is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Preparing for Bargaining

by PERRY DOWNEY

The date August 31, 2004, seems far into the future for most teachers. For many, the focus is on planning and everyday activity in the classroom. What does the date August 31, 2004 actually represent? It is the expiry date of both the Labrador West and the Provincial Collective Agreements. Yes, it may be hard to believe that we are preparing for the next round of negotiations when it seems as though we just signed our current contract. As with any bargaining agent, the ultimate goal is to complete the entire collective bargaining process before the expiration of a collective agreement. Therefore, when considering the entire collective bargaining process, your Association must consider an appropriate time frame to: (i) select a Collective Bargaining Committee; (ii) effectively gather information from the membership; (iii) develop a set of opening proposals; and (iv) negotiate a new collective agreement. As the official bargaining agent for teachers throughout the province, the Association's goal is to accomplish all of the above on or before August 2004.

During its August 2002 planning meetings, your Provincial Executive decided that Collective Bargaining Preparation would be a vital part of one of its four major priorities for the 2002-03 school year. Following that meeting, plans got underway to begin the Collective Bargaining process. Our plans are as follows:

1. Appointment of Collective Bargaining Committee – December 2002;
2. Membership input into opening proposals – Winter and Spring 2003;
3. Develop and finalize opening proposals – Fall 2003;
4. Begin negotiations – late Fall 2003 or early Winter 2004;
5. Complete negotiations – on or before August 31, 2004.

In accordance with Clause 43.01 of the Provincial Collective Agreement, notice to commence negotiations can be given in writing by either party "within the period of ten (10) months immediately prior to the expiry date" of the current agreement, i.e., on or after November 1, 2003.

The Collective Bargaining Committee has recently commenced its work on formulating a set of opening proposals and are anticipating that a draft will be presented to the Provincial Executive at its meeting in October. As per NLTA Policy, before final approval is given to the package, Joint Council members must be presented with the priorities, strategies and generalities of the opening package. This presentation is planned for the November 2003 Joint Council meeting.

Since this round of collective bargaining preparation is currently in its infancy, as with our last round of collective bargaining, the Association is strongly encouraging all teachers to become involved. The Collective Bargaining Committee have already forwarded copies of the "Collective Bargaining Submission Form" to all schools. This form is also available on our website and can be completed online at www.nlta.nf.ca. Teachers are encouraged to complete this form and forward it to the NLTA office. Additional information will be forthcoming from the Collective Bargaining Committee as this process unfolds.

Recent Salary Increases

by PERRY DOWNEY

For the pay period ending March 7, 2003, you should have received a slight increase in your gross bi-weekly salary. Since the March 7 pay period covered the period from February 24 to March 7, 2003, and the 2.5% salary increase became effective on March 1, 2003, your bi-weekly salary should have reflected the first week on the salary scale ending February 28, 2003 and the second week on the new salary scale beginning March 1, 2003. For the pay period ending March 21, 2003, your entire bi-weekly salary should reflect the new salary scale.

For the pay period ending April 4, 2003, there will be another increase in the bi-weekly salary paid to teachers. This increase will occur as a result of the additional 2.6% salary increase created because of the additional five days being added to the length of the 2002-03 school year. As is stated in Schedule C of the Provincial Collective Agreement (Schedule A1 - Labrador West Collective Agreement): *Payment for the increase in the length of the school year from 190 to 195 days in 2002-03 shall begin with the first pay period following April 1, 2003 and shall be paid out over the remaining pay periods from April 1 to August 31, 2003.*

The calculation of the retroactivity is complicated, however. To give you some indication on which to base your own increase, the following three amounts are provided. These amounts are based solely on salary at the top of each grade level and does not include any retroactivity calculations on allowances which will also be payable to certain individual teachers.

(i) Grade 5, Point 8 = $707.52 ÷ 11 = $64.32 per pay period
(ii) Grade 6, Point 9 = $819.40 ÷ 11 = $74.49 per pay period
(iii) Grade 7, Point 10 = $927.06 ÷ 11 = $84.28 per pay period

(Please Note: There are 11 pay periods from April 1 to August 31, 2003.)

Also, effective September 1, 2003 all teachers will receive another 2.5% increase in salary and an additional 2.5% increase as of March 1, 2004. The termination date of our current Collective Agreement is August 31, 2004. Preparations for the next round of collective bargaining have already commenced with the appointment of the Collective Bargaining Committee in December. This Committee is currently working on formulating the opening package for the next round of negotiations and requests that individual teachers become involved in the process by completing and forwarding a "Collective Bargaining Submission Form". These forms have been forwarded to each school throughout the province and an electronic copy is available on the NLTA website at www.nlta.nf.ca. The form can be completed and submitted on-line.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

A New Labrador Benefits Agreement

by LLOYD HOBBS

Since May 2002 the Multi-Union Negotiating Team representing provincial employees in Labrador has been negotiating with the employers and Treasury Board officials in an attempt to improve the Labrador Benefits Agreement. During the sessions held in St. John's on February 24-25, 2003, significant movement occurred and a tentative agreement was presented to the membership during the first week of March 2003 with a ratification vote scheduled to occur in March.

The key changes for teachers in the proposal were in the areas of community grouping, Labrador Allowance, Travel Allowance, and the definition of spouse.

This agreement addresses the differences in communities in three distinct areas of Labrador. As a result, our new community groupings are as follows:

GROUP 1	GROUP 2	GROUP 3
Happy Valley/Goose Bay	Red Bay	Rigolet
North West River	L'Anse au Loup	William's Harbour
Sheshatshiu	L'Anse au Clair	Norman's Bay
Wabush	Forteau	Black Tickle
Labrador City	Pinware	Pinsent's Arm
Churchill Falls	West St. Modeste	Makkovik
	Mud Lake	Postville
	Cartwright	Hopedale
	Mary's Harbour	Davis Inlet/Natuashish
	Port Hope Simpson	Nain
	St. Lewis	
	Charlottetown	
	Lodge Bay	
	Paradise River	

The Labrador Allowance will remain unchanged at $2,150 (single) and $4,300 (dependent) for workers in Group 1 communities; increase to $2,600 (single) and $5,200 (dependent) for workers in Group 2 communities; and will establish a new rate of $2,725 (single) and $5,450 (dependent) for the worker's in Group 3 communities.

The other improvement in this agreement is in the area of the travel allowance. This reflects three community groupings and offers a greater benefit to employees than to dependents. In the old agreement employees and dependents in Group 1 receive $350 per person and employees and dependents in Group 2 received $450 per person. Under the new agreement this benefit increases as follows:

COMMUNITY GROUPING	DATE	AMOUNT FOR EMPLOYEE'S DEPENDENT(S)	AMOUNT FOR EMPLOYEE
Group 1	April 1, 2002	$375	$475
	April 1, 2003	$375	$550
	April 1, 2004	$450	$650
Group 2	April 1, 2002	$475	$575
	April 1, 2003	$500	$600
	April 1, 2004	$500	$700
Group 3	April 1, 2002	$475	$575
	April 1, 2003	$525	$625
	April 1, 2004	$550	$750

In the area of contract language the definition of spouse has been changed to include common-law relationships and same sex partners, provided the partners have been together for more than one year.

While this agreement does not address all the concerns of our members working in Labrador, it is an attempt to address the varying demands of living in different parts of Labrador, to provide benefits where they are most needed and to obtain those benefits in a way that has the greatest after tax value for our members.

To be ratified, this agreement must be accepted by the majority of member unions party to the agreement, and will cover the period April 1, 2002 to March 31, 2005. The results of the total vote were not available at the time of printing this article; however, a majority of the unions had indicated their acceptance of the agreement, signifying that it will be ratified.

Lloyd Hobbs is the Assistant Executive Director of the NLTA.

What Teachers Need to Know

Personal Property in the Workplace

by STEFANIE TUFF

Your Association often receives inquiries regarding the issue of compensation for loss of or damage to teachers' personal property while at school. This matter is dealt with in Article 34 of the Provincial Collective Agreement (Article 35 of the Labrador West Collective Agreement) and all teachers should be aware of and understand the implications of these provisions. There are two types of personal property dealt with under Article 34 – "personal effects which the teacher would reasonably have in his/her possession during the normal performance of his/her duty" and "tools, equipment, or other materials" which the teacher has received written permission from the school district to use in the performance of teaching duties.

The first category of personal property includes items such as clothing, footwear and eyeglasses. If, in the performance of his/her duty, a teacher suffers a loss of or damage to any such personal effects, he/she may be entitled to monetary compensation, up to a maximum amount of $325. For example, if a student in a laboratory class spills a chemical on the teacher's shoes and the shoes are thereby damaged or ruined, the teacher may be entitled to compensation for the value of the shoes, up to a limit of $325. The amount of compensation will depend upon proof of the value of the item damaged or lost.

The second category is intended to cover items that are used by teachers in performing their duties. Many teachers bring some of their own materials or equipment into the classroom as a means of enhancing the learning environment. An art teacher might use some pieces from his own art collection to illustrate a certain style or technique to students. A social studies teacher might bring items purchased during her own travels into the classroom to highlight certain elements of other cultures. In the past couple of months, the NLTA has received several inquiries from teachers who are considering bringing their own personal computers into their classrooms. Initiatives such as these are commendable and certainly demonstrate the high level of dedication and creativity that teachers in this province put into their work; however, the items in these examples are not "personal effects" that a teacher would reasonably be expected to have in his/her possession at school. Therefore, in order to be protected from loss of or damage to such items, teachers need to have written authorization from their employer to use them in the course of their teaching duties before bringing the items into the school. A leaky school roof on a rainy night could easily ruin a computer, travel souvenir or valuable painting and, in the absence of written permission from the school district, the compensation provided in Article 34 would not apply. In some cases, if written authorization from the school district is not granted, personal home insurance policies might provide coverage; however, this would depend on the particulars of each individual situation and teachers are advised to consult with their insurer and request written confirmation of coverage before taking personal belongings into the workplace.

The Collective Agreement also stipulates that, in any case of loss or damage to personal effects or other items, the incident must be reported in writing by the teacher to the Director of the school district within five working days of the discovery of the loss or damage. If this deadline is not met, a claim that would otherwise qualify for compensation could be denied. In addition, the school district is not obliged to compensate a teacher for any loss of or damage to personal property that is caused by the teacher's own negligence.

If you have any questions regarding the above, please contact an Administrative Officer in the Benefits and Economic Services Division.

Stefanie Tuff is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

A message from the NLTA Group Insurance Trustees

Long Term Care – Is There Protection For You?

by DON ASH

NLTA members, covered through the NLTA Group Health Insurance plan, have coverage for medical services and supplies such as prescription drugs, eyeglasses, wheelchairs, walkers, and hearing aids. When it comes to home nursing services, however, the benefits are limited and coverage is restricted to medical services that can only be performed by a registered nurse. Furthermore, there are no benefits for care in a nursing home.

The Health Insurance plan does not meet the needs of members who require assistance with the activities of daily living (i.e. eating, bathing, dressing, toileting, transferring positions), either in their own homes, personal care homes, or in nursing homes. Consequently, NLTA Group Insurance Trustees are considering introducing a new Insurance option this fall that will provide coverage for long term care services. This plan is designed to provide support to members who require help with daily living in order to remain in their own homes as long as possible, and to help members maintain their independence and control over their quality of life. It is intended that parents and children of NLTA members will also be eligible for this coverage.

What is Long Term Care?

Long term care is more than just medical care or nursing care. It includes a broad scope of services to assist you if you ever suffer from a chronic illness or if a disability leaves you unable to care for yourself for an extended period of time. Long term care may be provided in your own home, a personal care home, or in a nursing home, in the form of help with the activities of daily living. Long term care is not just for "old" people. A young or middle-aged person might require long term care if he or she has been in an accident or suffers from a debilitating illness. You just never know when you might need long term care.

Will the Government Take Care of Your Long Term Costs?

The Government of Newfoundland and Labrador, through a financial means test, currently has an allowance/subsidy available for home care, personal care homes, and nursing homes. To be eligible for consideration, however, an individual's liquid assets must be less than $5,000. This suggests that the financial burden of care could be substantial for our membership based on their income/pension benefit alone.

NLTA members have been asking for personalized insurance coverage that will help alleviate the financial strain and the burden of care often put on family and friends. A recent survey of a sample of our membership indicated that NLTA members are interested in exploring a long term care option. As a result, the Group Insurance Trustees are investigating the possible launch of a Long Term Care Insurance option this Fall.

Are you Likely to Need Long Term Care?

Advances in medicine have increased the life expectancy for people suffering from disabling illnesses such as Alzheimer's, Parkinsons, cancer, arthritis, stroke, and lung disease. Instead of killing us suddenly, these conditions often slow us down, making it difficult to get around and can result in many months or years of disability. You may never need a nursing home, but the longer you live, the greater the chance you will need some form of long term care.

According to Statistics Canada, for every severely disabled adult living in an institution, there are three such adults living in the household population. Of Canadians aged 65 and older, 39% are disabled and living in households. If this statistic holds true, it means that your chances of needing long term care at home are greater than one in three.

The NLTA Group Insurance Trustees will continue to keep you informed through *The Bulletin* as plans for introduction of a Long Term Care Insurance option progress.

Report on Group Insurance Arbitration

by DON ASH

An arbitration over Government's refusal to pay a September 2000 increase in NLTA health insurance premium rates has finally been settled in the NLTA's favour. All outstanding premium and interest associated with the outstanding premium has now been paid by Government.

In September 2000, Government refused to pay their share of a 17-18% Health premium rate increase required by the underwriter and established by NLTA Group Insurance Trustees to renew the Health insurance policy for the 2000-01 year. NLTA referred the matter to arbitration under Article 26 of the collective agreement, which led to a three person arbitration board hearing the case over a number of days from June to October 2001.

The core issue before the arbitration board was whether the rate increase was "reasonable". The collective agreement states that Government will contribute 50% to the premium rate for Basic Life, AD&D and Health insurance options. It also states that the rate for each option is to be determined by the Trustees of the plan after consultation with representatives of Government.

Government took the position that the Association did not consult adequately before implementing this rate increase and that it would not agree to pay the increase until NLTA used its Trust Fund established mainly from surpluses in the 1980's. Government claimed, therefore, that the rate increase was not reasonable.

The Association's position was that it had provided all relevant information, and had adequately consulted with Government. The Association maintained that the rate increase was reasonable and necessary as it was based on claims experience of past years and increases in claims anticipated in the coming year. The Association's position was that if there was no rate increase there would be a deficit in the plan.

The arbitration board, by majority decision, accepted the Association's position and found that there was a rational explanation for the premium rate increase, and therefore the rate was reasonable. The board did not consider the Trust Fund a relevant factor in determining the reasonableness of the premium increase, and required Government to pay the required premium.

Government, however, appealed the decision to the Supreme Court of Newfoundland Trial Division by applying for judicial review of the arbitration award by claiming the arbitration board's decision was patently unreasonable. Justice Leo Barry upheld the decision of the arbitration board, dismissed the application for judicial review and awarded costs to the NLTA.

In September 2002, Government paid all outstanding premium to the NLTA. Interest on the outstanding premium was also received by the NLTA.

Premium Changes Effective April 1

NLTA Group Insurance Renewals

by DON ASH

As a result of a decision by Trustees in June 2002, group insurance renewals now take place each spring with resulting premium changes effective the first pay period in April. The renewal period now coincides with Government's fiscal year. Prior to this year, group insurance renewals occurred in June with premium changes effective September. By now, every insured member of the NLTA Group Insurance Plan should have received a memorandum in March from the Group Insurance Trustees, all of whom are teachers (one retired teacher), detailing the renewal decisions with premium changes effective April 2003.

The memorandum contained detailed information regarding:

- insurance premium rate increases in the Basic Life, Health, Long Term Disability, Dental and Voluntary Life plans, effective April deduction month.
- a change in the basis for payment of dental claims from the 2000 Newfoundland and Labrador Suggested Dental Fee Guide to the 2001 Newfoundland and Labrador Suggested Dental Fee Guide, effective May 1, 2003.
- the maintenance of current premium rates in the Basic and Voluntary Accidental Death and Dismemberment plans.
- the payment of deficits from the Group Insurance Trust Fund.

Claims experience, demographic changes and increasing cost trends, particularly for prescription drugs, dictate increasing premiums. The trend of rising premiums is likely to continue for the foreseeable future. NLTA Group Insurance Trustees continue to seek the best possible rates and benefits for our members and will continue to keep members informed of any developments regarding group insurance.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Making *Healthier* Choices the *Easier* Choices

by CLAUDETTE E.S. COOMBS

What makes us healthy? There are many factors which influence whether or not we will be healthy. These determinants of health vary from biological and environmental conditions to our own lifestyle choices. The genetic composition we receive from our parents provides the developmental blueprint for our body structure and functioning. Prenatal and early childhood conditions determine the potential for well-being. The environment in which we live provides us with the support for, or interference with, achieving our maximum health potential. Environmental components include: education, income, social status, support networks, physical, social and working conditions, and cultural milieu. Where we fit on the spectrum, for each of these determinants, limits the degree of health we experience. We seek systemic change for those things within the realm of societal influence and accept individual responsibility for generating change in those factors under personal control.

"...the greatest obstacle to becoming healthier is not a lack of time! Awareness and knowledge are other key factors in the healthy decision-making process."

Common Unhealthy Choices

Typically we refer to our eating and activity habits as the factors which make us healthy or not. We tend to negate other choices which also have a profound impact on our experience of health. Significant influences also include: how we use our time, assuming unnecessary responsibilities, accepting excessive expectations, sacrificing sleep to complete report cards, or other routine behaviours we adopt or choices we make as part of our daily survival strategy. Unfortunately the daily crises management strategies don't usually lead to the attainment of our long term health goals.

How can we make healthier choices?

Planning, scheduling and putting things in place are essential to creating a healthier lifestyle. We plan for things which we think would best fit our needs, wants and resources. Next we develop an action strategy with detailed timelines and ensure that we have the required resources. Finally we put the action plan to work. That sounds like a lot of work before even getting started but without it, success is at risk. Have you ever tried to go to class without a lesson plan, schedule or resources and tried to "wing it"? You may make it through that class, maybe even that day but the odds aren't great that you will achieve your course objectives. Making progress in life isn't much different.

Enhancing the Probability of Success by:

1. Eliminating obstacles

Contrary to what we may think, the greatest obstacle to becoming healthier is not a lack of time! Time to exercise, to prepare nutritious meals, time for ourselves and our relationships, time to get through our required duties and time to sleep... these are all important parts of our overall health plan and they represent a significant portion of our complaints. However, time isn't the culprit. Awareness and knowledge are other key factors in the healthy decision-making process. They certainly influence health, but again, they are not the greatest obstacles. So, what does prevent us from making healthier choices? Although we acquire the necessary awareness, knowledge, skills and resources, without being committed to following through, we maintain the status quo. This is no place for apathy. If we want change, we must create it.

2. Increasing Resistance

A pre-requisite to sticking with healthy intentions, is to always have a plan. The temptation to quit can be a real struggle until new habits are well established. To increase our resistance to abandoning this new direction, we need to anticipate obstacles and develop a realistic and practical approach to overcoming them. Sure we expect to have a few relapses along the way, we

even build in a few "holidays". But each slip back to the old pattern is an opportunity to discover an obstacle we had not previously identified. That slip is not a failure but merely a chance to explore additional strategies for success. Remember that learning new skills does take a lot of practice and changing entrenched habits will take consistent work and determination over time.

3. Staying Motivated

Being motivated is a psychological response to a multitude of factors. These include beliefs that: change is important and will benefit *me*; I have, or can acquire, the ability, skills and resources to make the change; and, what I will receive outweighs what I am giving up. Keep the plan and the ultimate goal in mind. Keep the plan manageable. This may mean revisions to the anticipated pace or level of outcomes. Be sure the plan includes a few things which are relatively easy to accomplish and can show fairly quick results. This gives the sense of getting somewhere in the change journey. This can include replacing one cookie or chocolate with a fruit or juice; or taking a weekly 45 minute walk with a friend. Even drinking two extra glasses of water daily can become an easy routine.

Little Things Add Up

Making minor adjustments to daily routines or habits can yield immense health benefits. We can embrace new, or replace current, thoughts and behaviours. The thoughts we engage and the mental images we replay set the tone for how we act and certainly how we react to external things. Talking to ourselves differently is a good start. Rather than dwelling on the negative, we can echo the positive. Rather than driving to work thinking about how that difficult class will affect the day, think of trying something different, finishing up the day and having a pleasant evening. We can assert healthier behaviours by introducing positive choices or by reducing unhealthy ones. However, don't try to immediately eliminate time, energy or health thieves which also serve a coping purpose. Start small and gradually build to the primary goal. For example: cut out one cigarette a day and do something pleasant in the few minutes that would have been spent smoking. For now, set limits: on the time spent surfing the net or in chat rooms; the number of drinks of alcohol or caffeine; or the money spent on tickets or machines. It will help if that behaviour is replaced with something which leads to an identified goal.

The Ultimate Payoff

Experiencing success encourages continued changes and dramatic advances in health status. The increased sense of well-being, capacity to cope with stressors, overall productivity, and general quality of life show one side of the improvement. The decrease in illness, disease and absenteeism show another side. Research clearly indicates that the incidence of lifestyle-induced illness and death for our province ranks among the highest in Canada. Heart disease, stroke, cancer and diabetes are leading health threats for Newfoundlanders and Labradorians. For many, these threats exist as the culmination of lifestyle influences such as: smoking, unhealthy weight, poor nutrition habits, alcohol consumption and physical inactivity. These risks can be reduced by making a few simple changes and using a lot of determination and effort!

If we want a different outcome, we must create it by doing things differently. We cannot reasonably expect to get a different result if we continue to do the same things.

Claudette Coombs in an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Marie Wall (ext. 265).

Arts Smarts Project

Making History in the Classroom – a Newfoundland Video

by ROSEMARY WEBB

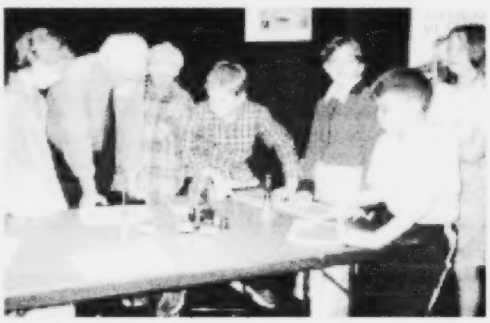
Every year it seems as if more and more demands are made on a classroom teacher's time. From the beginning of September to the end of June it can be difficult to maintain a normal lifestyle. Maybe you wake up in the middle of the night wondering about the best way to introduce one of your lessons the following day, or you're obsessing about a school-related problem. I've been there and done that, as I retired during August of 2002.

One project that I was involved in with my Grade 5 students last year was a Newfoundland History video. Thanks to an Arts Smarts grant, my students worked with a local Arts specialist, researching, writing the scripts and acting in their own thirty-minute video exploring Newfoundland's history. It was well worth the time spent developing a proposal and seeing the project through to its final fruition.

Students are granted permission to film segments of their video at the Newfoundland Museum.

I strongly recommend the Arts Smarts experience, and your school still has until the end of May to submit a proposal. The Newfoundland and Labrador Arts Council administers the Arts Smarts program. It places members of the local arts community in schools to collaborate on projects that tie in with existing school curricula.

Clar Doyle, professor and theater veteran, knowledgeable in drama, set design and production, was our cooperating Arts specialist. I had shown some of the *Heritage Minutes* produced by the CRB Foundation, and my students were excited about the prospect of researching, writing and acting in a video exploring Newfoundland's history. Clar's weekly classroom visits were special times during the cold months of winter.



Students work with Arts specialist, Clar Doyle, as they prepare to film the video segment of a one-room school in the early 1900s.

As the project evolved it seemed logical to use the technique of going back in time to tell the history and the stories of this place. The students worked in groups for script writing and story boarding, and in some segments students incorporated stories from their own families. Susan talks about her grandfather's experience when he was stationed in France during the Second World War. Jake tells about his grandfather who put rocks in his pockets so he could meet the weight requirement to enlist.

Narrators link various segments of the video and use is made of archival material, photos and actual artifacts. The first vignette is during the Second World War when Newfoundland was still part of the British Empire. During the days leading up to Remembrance Day I had asked my students to produce "old" letters, using tea or coffee to soak their paper and some crumpling or tearing to create the required effect. In the video project the students read parts of their letters as if

they are actually in the War, serving as soldiers or nurses, and writing to their families in Newfoundland.

Going back in time in the next segment we visit a home and school in the early 1900s. We were fortunate enough to obtain permission to use the Newfoundland Museum for some of these film sequences. The large "family" in the home sequence are getting ready for school. Dad is off hunting for furrs and Mom is preparing to do the washing. We then switch to the one-room school, complete with slates, pens, ink and a strict teacher. The final sequences show St. John's at different times during its unique history. These include riding a streetcar, the Knights of Columbus fire, the role of the fish merchants and even a ghost story.

Students shown during a movie shot of a one-room school in the early 1900s, complete with slates, pens, and ink.

For information/proposal forms on Art Smarts, contact the Newfoundland and Labrador Arts Council, Springdale Street, St. John's, Tel: 726-2212.

Rosemary Webb is willing to visit Grade 5 classes to discuss this history project and to work with students. She also visited Japan (July 2000) and South Korea (2001) as a participant in educational workshops for teachers. She developed a website for students based on the Korean experience (www.stemnet.nf.ca/~rwebb/southKorea). She also visited China for two weeks during the early spring.

Rosemary Webb is a retired teacher. She can be contacted via e-mail at rose_webb@hotmail.com or telephone 368-0504.

Lesbian Teacher Appointed to CTF Committee

Ann Shortall

Ann Shortall, a teacher at the Newfoundland School for the Deaf in St. John's, has been appointed to the Canadian Teachers' Federation (CTF) Ad Hoc Committee on Bisexual, Gay, Lesbian, Transgender, and Two-Spirited Issues (BGLTT). CTF is an advocacy federation representing over 260,000 teachers nation-wide.

Given that five to ten percent of the general population are lesbian, gay, or bisexual (lesbigay), and recognizing that this statistic does not include transgendered people, one can conclude that there are approximately 13,000 - 26,000 lesbigay teachers in Canada.

The Ad Hoc Committee membership consists of a Chair from the CTF Board of Directors; Peter McCue, Vice-President of CTF; four members selected by the Executive Committee from submissions by Member Organizations across Canada – Murray Warren (British Columbia), Kim Tadei (Saskatchewan), Jacques Carseau (Ontario), and Ann Shortall (Newfoundland and Labrador); and a secretary – Noreen O'Haire from CTF. The NLTA was responsible for nominating Ann to this committee. The committee met in late March in Ottawa and a report will be published in our next issue of *The Bulletin*.

The goals of the committee are as follows:

- To provide advice on long-term directions, strategies and policies related to BGLTT issues in education.
- To identify long-term strategies by which CTF can be an advocate to promote and support BGLTT initiatives.
- To facilitate a consultative process between CTF and Member organizations concerning initiatives in BGLTT issues which benefit teachers and students.
- To provide reports to the CTF Board of Directors.

Ann brings a wealth of advocacy work to this committee. She has been a lesbian political activist in St. John's for the past decade. Her Master of Women's Studies thesis, entitled *The Social Construction of Homophobia and Heterosexism in the Newfoundland Education System* investigated the lives of lesbian and gay students and teachers at school.

In partnership with the Newfoundland and Labrador Human Rights Association, she is the author of *Piecing Together a Caring Community: A Resource Book on Dismantling Homophobia* which was developed to train teachers, guidance counsellors, and social workers on strategies to serve our lesbian and gay student population.

Ann was a coordinator for Lesbian, Gay, Bisexual, Questioning (LGBQ) Youth Group and a member of the Newfoundland Amazon Network (NAN), both political groups whose mandates are to provide a safe space and promote equity for sexual minorities.

She has been a host on CBC radio and television discussing amendments to the Human Rights Code, pension benefits, homophobia in the education system, and same-sex marriages. She was highlighted as an everyday hero on *Shout*, a PrideVision television program out of Toronto. In 2001 Ann was keynote speaker at the Canadian National Prevention for Suicide Conference.

The Faculty of Education, Memorial University of Newfoundland, has produced a 50-minute video for *The Sociology of School Violence: Leadership and Policy Implications*, a distance education course. In this video Ann discusses *School Violence: The Impact of Homophobia*.

Rainbow Connections is Ann's educational consulting business, which was established to meet the continuous need for consultant work on dismantling homophobia in educational institutions and community organizations.

Ann has recently been accepted to the Ontario Institute for Studies in Education/University of Toronto (OISE/UT). She plans to research "Growing Up Queer in a Residential School for the Deaf" in the Department of Sociology and Equity Studies in Education, which will afford her a doctoral degree in Education.

Any questions, ideas or comments regarding the committee's goals are welcomed. Ann can be contacted by e-mail: ashortal@stemnet.nf.ca.

School Nominates Teacher for Prime Minister's Award for Teaching Excellence

The staff of St. Patrick's School in Bay Bulls is proud to nominate Tracy Smallwood, a Grade 6 teacher at the school, for the prestigious Prime Minister's Award for Teaching Excellence. While being a relatively junior teacher, Tracy has been recognized among the members of the school community for her creative and innovative teaching style. As quoted by a fellow teacher, "Tracy is able to challenge the brightest student while encouraging the weakest to find success."

St. Patrick's Principal, Michael Edmunds, says one of Tracy's greatest skills is her passion for improving student literacy through the use of curriculum-based technology. He also says she has become a leader for the staff in their development of technology skills. "It is through Tracy's support and encouragement that many staff members have realized a satisfactory comfort level in the use of technology."

Tracy has become a pioneer on the Southern Shore in the development of the Grade 6 Intensive French Program. Due to her interest, work and determination the students at St. Patrick's have become the first along the Shore to participate in this program. The school anticipates further growth and interest in this program.

Tracy has served on the Literacy Committee of St. Patrick's School and the school says that it is through her efforts that their students are now involved in the Read to Ride Literacy Program.

"In summary," says Principal Edmunds, "Tracy demonstrates excellent leadership and professionalism and as a school staff we are proud to nominate her for this prestigious award."

Putting the "Teacher" Back Into Teaching

The NLTA has recently prepared a brief entitled "Putting the Teacher Back Into Teaching" that has been presented to the Minister of Education, and to the Chairpersons and Directors of all school districts in the province. It has also been placed on the NLTA website and sent to schools throughout the province.

The brief was complied as a result of direct input from teachers, much of which was initially forthcoming due to the school visitation program being carried out by President Winston Carter. Our province's teachers have brought forward, in increasing numbers, their concerns over what is happening to their roles as teachers in our schools.

"The brief attempts to set out and describe teachers' very real concerns over the implementation of educational programs in our schools, and the implications of the same for teachers' work lives."

There is an amazing consistency to the issues brought forward, from school to school and classroom to classroom around the province. Increasing demands being placed on teachers for the implementation of new curricula, modifying and adapting curricula, student assessment and student support services are all taking their toll. The brief attempts to set out and describe teachers' very real concerns over the implementation of educational programs in our schools, and the implications of the same for teachers' work lives. A number of recommendations are made in the brief.

In analyzing the input received, we came to the conclusion that a major part of the difficulty in implementing educational programs at the school level arises out of the disconnect between conceptualization and development of new programs and the issues involved in the implementation and delivery of those programs. We did not, for the most part, engage in a criticism of the curricula and programs which are being developed and introduced. While suggestions for improvement are always possible (more so in some cases than others) there is generally a positive response to the changes which are being brought forward. Teachers' issues predominantly revolve around the implementation of such programs in our schools and classrooms. We are very concerned over the disjunction that we perceive exists between the demands of implementing/sustaining such new programs and the level of resources provided to meet those demands. Lack of supports, resources and time for implementation are having a severe and negative impact on our schools and on our teachers.

The brief divides the input we received from teachers into five major issues as follows: Issue 1 – Curriculum/Program Introduction; Issue 2 – Curriculum Resources; Issue 3 – Student Support Services; Issue 4 – The Need for Support Personnel; and Issue 5 – Communications.

The NLTA has asked the Department of Education and the School Districts to give close attention to the brief and we are seeking their cooperation in arranging a symposium of appropriate representatives from the Department, school districts and the NLTA to discuss the issues and consider the recommendations made by the NLTA.

In a non-negotiating year we are using this avenue to bring teachers' concerns to the attention of the employer. We are hopeful that the brief will initiate some discussion of, and attention to, the issues that teachers have brought to our attention. We hope that teachers will take an opportunity to peruse the contents of the brief and discuss the issues and recommendations with colleagues.

NLTA Scholarship Application

Newfoundland and Labrador Teachers' Association

Completed applications must be received by July 31st

Regulations

NLTA will award six scholarships to dependents of active, retired, disabled or deceased members, subject to the following conditions:

(a) The award will be made upon completion of secondary school and through application to the Newfoundland and Labrador Teachers' Association;

(b) The amount of each scholarship will be $1,000;

(c) The award is based on achievement in the Scholarship Exam administered by the Department of Education.

A. Applicant

1. Name: _____
2. Date of Birth: _____
3. MCP Number: _____
4. Name of School: _____
5. School Address: _____
6. Are you presently enrolled in the senior high program in your graduation year? _____

B. Parent

1. Name: _____
2. Phone: _____
3. Home Address: _____ Postal Code: _____
4. State years as teacher: from 19_____ to 19_____ /20_____
5. If parent is not an active teacher, give date of retirement or death: _____

_____ _____

Signature of Applicant Date

Please mail completed application form prior to July 31st:

Professional Development Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road • St. John's • NL • A1B 1W1
Tel: 726-3223 or Toll Free: 1-800-563-3599
Fax: 726-4302 or Toll Free: 1-877-711-NLTA (6582)

CONTACT 2003

Theme: What Students Need

AUGUST 10-13, 2003
MOUNT ALLISON UNIVERSITY
SACKVILLE, NEW BRUNSWICK

Opening Session: The Voices of Our Students

Full Day Plenary: Celebrating Diversity: Instructional Strategies for Success

Concurrent Sessions:

- Character Education
- Building Relationships as Part of Classroom Management
- Supportive Environments for Gay and Lesbian Students
- The Arts: Connecting to Your Community
- Skills for the New Media
- Creating Safe Spaces

CONTACT is sponsored by the teacher organizations of the Atlantic Region.

Prince Edward Island Teachers' Federation

NBTA

NLTA

GUIDELINES FOR CONTACT 2003

1. Initial submission of names of delegates to CONTACT shall be the responsibility of the **NLTA Branch**. In addition to applications submitted by teachers to the Branch, nominations may be made at a Branch meeting.

2. a) Applications/nominations from Branches shall be completed **on or before May 23rd** and submitted to the NLTA for final approval as per guidelines in number 5.
   b) Final approval of nominees for CONTACT shall occur at the Professional Issues in Teaching Committee's June meeting.

3. Where Branches do not submit nominations on time, the Branch may forfeit any right to have a representative at CONTACT. Decisions of the Professional Issues in Teaching Committee shall be final.

4. A Branch is permitted to send up to three (3) nominees which shall be prioritized according to preference of delegate(s) to attend. Branches are asked to consider the following when prioritizing their nominees:
   a) Branch nominees who have not already attended a CONTACT Conference.
   b) Nominees that have been prioritized in previous years but have not attended.
   c) Nominees for which the Conference will have the most relevance.

5. The Professional Issues in Teaching Committee shall act as the Selection Committee for representatives to CONTACT and shall be governed by the following guidelines:
   a) Teachers as prioritized by the Branches shall be the teachers selected for CONTACT.
   b) Branches which have not had a member attend a CONTACT Conference shall be given first priority.
   c) Priority for Branches which already have had representation at CONTACT shall be based on the time lapse since previous attendance.

6. Teachers shall be notified of acceptance as soon as possible following the selection of representatives by the Professional Issues in Teaching Committee.

7. a) Representatives, where possible, shall be informed of the expenses of CONTACT, how much NLTA will provide and how much will be the individual teacher's responsibility.
   b) Transportation costs shall be based on the cheapest mode of transportation possible.
   c) Selected delegates to CONTACT must submit a non-refundable $25.00 deposit towards their registration. This will be submitted to the NLTA CONTACT Registrar within two weeks of notification of selection.

CONTACT APPLICATION FORM

TEACHERS MUST FORWARD APPLICATIONS TO THEIR BRANCH FOR SUBMISSION TO CONTACT SELECTION COMMITTEE. APPLICATIONS THAT ARE NOT SUBMITTED THROUGH THEIR BRANCH WILL NOT BE CONSIDERED.

Branch Submitting Nominee
(If you are submitting more than one nominee, you must prioritize before submitting.)

Name of Teacher Nominee

School Address

Postal Code

School Telephone

Home Address

Postal Code

Home Telephone

Have you attended CONTACT before? ❑ No ❑ Yes Year

Description of Teacher Nominee:
(qualifications, experience, interests and NLTA involvement)

Date

Signature of Branch President

BRANCHES MUST FORWARD NOMINEES TO NLTA OFFICE NO LATER THAN **MAY 23, 2003.**

Return this form by fax or mail to:
Beverley Park, Administrative Officer, Professional Development
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 726-4302 or 1-877-711-6582 (toll-free)

SCHOOL ADMINISTRATORS' COUNCIL CONFERENCE & RETREAT

May 21-23, 2003

Terra Nova Golf Resort, Port Blandford. Theme: *Building Learning Communities*. This conference is an excellent PD opportunity for school administrators, school district personnel, Department of Education personnel, and educational leadership faculty/students. A Pre-conference Leadership Seminar featuring Dr. Roland Barth will be held May 21. Dr. Barth is author of "Learning by Heart', "Cruising Rules", "Improving School From Within", "Run School Run", and "Open Education and the American School". He is Founding Director of the Principal's Centre at Harvard University. For further information contact: Rick Thorne, Tel: 709-547-2379, Fax: 709-547-2549, E-mail: rthorne@stemnet.nf.ca.

ATLANTIC PROVINCES LIBRARY ASSN CONFERENCE

May 22-24, 2003

St. John's. APLA, in liaison with the Newfoundland and Labrador Library Association, presents "The view from here/Vue d'en haut". This conference is an exciting blend of informative sessions, author readings and social events. Continuing education, copyright and a report on the comparison between the use of school libraries and success in school tests in New Brunswick are a few of the topics to be explored. Day rates are available. For information contact Suzanne Sexty, E-mail: ssexty@mun.ca, Tel: 709-579-3311, or visit http://staff.library.mun.ca/APLA.

PALEO WEEK FOR TEACHERS

July 21-25 or August 4-8, 2003

Drumheller, AB. A week-long learning vacation with the Royal Tyrrell Museum, featuring five days of field studies in palaeontology and geology packed with information teachers can apply in the classroom. Teachers will take part in a real dinosaur excavation, explore Alberta's unique badlands and learn about the latest discoveries in palaeontology. Activities provide useful links to classroom lesson plans and teachers take home a comprehensive resource package to help them share their experiences with students. Registration fee: $400 (includes lunches, program materials and educational resources). Registrants are required to make their own transportation and accommodation arrangements. For information call 1-888-440-4240 or e-mail: bookings@tyrrellmuseum.com.

GEOSCIED IV: EARTH SCIENCE FOR THE GLOBAL COMMUNITY

August 10-14, 2003

Calgary, AB. Teachers from elementary to university level and Earth scientists meet to share ideas on how to teach about our planet at GeoSciEd IV, a conference of the International Geoscience Education Organization. The conference features workshops, keynote addresses, oral and poster sessions plus field trips on mountains, dinosaurs, climate change, geohazards, archeology, and the Burgess Shale. For further details visit the conference website at www.geoscied.org or contact Conference Chairman Godfrey Nowlan at 403-292-7079 or gnowlan@nrcan.gc.ca.

SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION

August 17-22, 2003

Killdevil Camp and Conference Centre, Gros Morne National Park. This five-day learning experience for full-time teachers in all disciplines is organized by the Western Newfoundland Model Forest in cooperation with School District 3. This year's theme is *Exploring the Boreal Forest*. What does the forest mean to you? Is it a source of firewood, pulpwood and lumber? A home for wildlife, a playground for outdoor enthusiasts, a living laboratory of plant life? These and other values of the boreal forest will be explored during Summer Institute 2003 using the example of the Main River. Registration fee: $250 (includes accommodations and meals). A limited number of free seats are available for recent graduates. For more information or to register, contact: Western Newfoundland Model Forest, Forest Centre, University Drive, PO Box 68, Corner Brook, NL, A2H 6C3, Tel: 709-637-7300, Fax: 709-634-0255, E-mail: lskinner@wnmf.com.

NLTA

BRANCH ELECTIONS

MAY – JUNE 2003

- Would you like to be more involved in decisions affecting your professional and personal future?
- Do you feel you have skills or abilities which you can offer to your professional Association?
- Would you like to be more informed about, and involved in, the internal operations of your Association?

Then consider becoming a member of your branch leadership team by offering yourself for a position on the branch executive when branch elections are held this spring. **Contact a member of your branch executive or your NLTA School Representative for more details.**

Dates to Remember

May 2003

May 6	Election of NLTA President and Vice-President
May 7	Deadline: Notification by Board of layoff
May 11-17	Branch Election Week
May 15	Deadline: Professional Development Fund applications

June 2003

June 6-7	NLTA Executive Meeting
June 15	Deadline: Notification by board of acceptance/rejection of Deferred Salary Leave requests

July 2003

July 31	Deadline: NLTA Scholarship Applications